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BULLETIN OF

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1922

WESLEY COLLEGE

Wesley College of North Dakota

AFFILIATED WITH THE
STATE UNIVERSITY

THE CATALOG

JUNE 1922

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STATE UNIVERSITY

THE CATALOG

JUNE 1922

CALENDAR

1922 Sept. 22-26—Registration for School of Religion,
Conservatory of Music and Department of Expression.

Sept. 27—Work in all departments of the College
and University begins.

Nov. 24—Thanksgiving Day.

Dec. 21—Holiday recess begins.

1923 Jan. 3—Work resumed.

Jan. 31-Feb. 3—Final examinations for first semester
and registration.

Feb. 1—Conservatory and Expression work continued.

Feb. 7—Work of Second Semester for School of
Religion begins.

Mar. 29—Spring recess begins.

April 5—Work resumed.

May 30—Memorial Day.

June 6-9—Final Examinations.

June 10—Baccalaureate Sermon.

June 11—Wesley College Commencement.

June 12—University Commencement.

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(Red River Valley University Corporation)

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Term expiring 1922

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ADAH MERLE DYAR, B.A.

Assistant Teacher of Expression

WILLIAM DOYLE WATT, B.A.

Secretary and Registrar

EMMA MUELLER

Matron Sayre Hall

ABBIE D. WATT

Matron Larimore Hall

*Deceased.

GENERAL INFORMATION

Purpose

Since 1906 Wesley College has been located in Grand Forks and associated with the University of North Dakota. Its divisions of service embrace the School of Religion, the Conservatory of Music, the Department of Expression, and Residence Halls for men and women.

The distinctive mission of Wesley College is the maintaining of a School of Religion associated with the University of North Dakota. Its primary purpose is the cultivation of religious idealism.

The School of Religion is a regularly organized and conducted university college of religion under the direct supervision of the Methodist Episcopal Church. It is supported by the free gifts of the people of the state, and all students are alike entitled to the educational privilege it provides. The courses of study it announces supplement rather than duplicate the instruction offered by the University of North Dakota, it being the province of the Church to make provision for the religious training of the student population of civic institutions of learning. The State University applies toward its degrees and diplomas the credits earned in the Wesley College School of Religion to the amount of one-fourth of the total requirements for graduation. The School of Religion sustains the same working and credit relation to the University organization as the Department of English or the School of Education. Its courses of instruction are published in the annual catalog of the University under the head of Religion. The work of the two institutions constitutes a single and unified educational scheme.

The Conservatory of Music of Wesley College offers excellent advantages for students who, while attending college, wish to secure something of a musical education. Its provisions for individual and class instruction are equal to the best, and it also brings to the city many musicians of note from without. The special announcements of the Conservatory will be sent free, on application to the Secretary of Wesley College. Wesley College Conservatory is conducted as a public service without thought of great revenue from its activities. Students will all be given careful considera-

tion and will receive freely from the Faculty all the inspiration and help they command. High standards of instruction prevail, and the quality of work done by each student is of more importance than the quantity. The trustees are endeavoring to give North Dakota a School of Music of which it can be justly proud.

The purpose of the Department of Expression is to awaken the student to an appreciation of the best and noblest in literature. The method of teaching is based upon psychological principles and will lead the student to "find himself," to realize his powers and to become conscious of his possibilities, thus learning to express those powers naturally thru the body and the voice. One great aim of the department is to develop the individuality of each student.

Grounds

Adjoining the State University grounds on the north a tract of eighty acres has been secured, of which ten acres form the Wesley College campus. Another portion has been temporarily reserved for other colleges that may choose to become affiliated with the University. The complete plat is on file under the name "University Place." A printed copy showing full diagram of campus, streets, residence lots, and prices will be sent free on application. This will be the University-College community and will afford a most desirable place for such a colony. The campus has been laid out with roads and walks and planted with trees and shrubbery. It will soon form a delightful setting for the college buildings.

Buildings

The plans of the architect, which have been submitted to and accepted by the trustees, provide for a group of buildings so related as to form three sides of a quadrangle. The fourth side opens on the south toward the campus of the University. This group when erected will be one of the finest groups of college buildings on the continent.

Harold Sayre Hall. This residence hall for men, erected in 1908, is a four-story building, 36 by 85 feet, and is of colonial style of architecture, similar to the latest buildings of some of the most notable eastern universities. It is faced with pressed brick, has white glazed terra cotta trimmings and a red tile roof, which affords a pleasing contrast to the walls. The floors are of reinforced concrete instead of wooden joists and boards, and the partitions are

hollow plaster blocks. It has a complete system of conduits for electric wiring, and is also piped for gas and has steam heat.

Students provide their own sheets, pillow-cases, quilts, blankets, bed-spreads, towels, curtains, etc. All bed-linen and towels should be carefully marked with owner's name.

The apartments are so arranged that every two students shall together have a suite of two rooms, a study room furnished with a rug and a study table and chairs in mission style, and a sleeping room, which contains single beds, a large closet and dresser and a lavatory with hot and cold water. On the ground floor there is a club room 13 by 27 and on the floor immediately above is a parlor of the same size, each of which is supplied with a fire place. Every floor also has a bath room with sink, two toilets and a shower bath. Thus in quality of construction, in completeness and propriety of convenience provided, Harold Sayre Hall ranks with the best college residence halls in the United States. Everything is plain but artistic and substantial. It accomodates fifty-three students and will stand for generations to come as a Christian home for young men. The building is named in honor of Lieutenant Harold Sayre, son of Mr. and Mrs. A. J. Sayre of Calgary, Canada, who fell in the late war.

Larimore Hall. This residence for women which has been occupied since February, 1910, is a duplicate of Sayre Hall in outer appearance and general interior equipment, but with some special arrangements suited to the needs of young women. The parlor, waiting room, guest room, exercise room and preceptress room are on the ground floor. The large floors above are divided into living apartments for young women. A system of electric bells connects all apartments with the room of the preceptress.

Students provide their own sheets, pillow-cases, quilts, blankets, bed-spreads, towels, curtains, etc. All bed-linen and towels should be carefully marked with owner's name.

This ideal home for college women was made possible thru the generosity of Mr. and Mrs. N. G. Larimore and their sons and daughters.

These two magnificent homes for young people are intended primarily for Wesley College students and to them is given first choice in the selection of rooms. Early application should be made to the Secretary.

Corwin Hall. This building, completed in 1910, joins the south end of Larimore Hall, from which it is separated by a heavy brick wall. Corwin Hall is the home of the Conservatory of Music.

The lower floors are divided into reception rooms, studios and practice rooms. The business office of the college is also located here. The third floor is devoted entirely to a recital hall and will seat two hundred. This building is made possible thru the generosity of Mr. and Mrs. S. F. Corwin, of Jamestown.

RELIGIOUS PRIVILEGES

The city of Grand Forks has a large number of churches, nearly all the leading denominations being represented. Access to the churches is easy by means of an excellent street car service, and students are made to feel at home whenever they attend. The University Y. M. C. A. and Y. W. C. A. provide the advantages usually offered by Christian Associations for coming in touch with the best religious thought of the time and for training in Christian leadership.

City Advantages

Grand Forks, one of the leading commercial and educational centers of the Northwest, is a prosperous city of eighteen thousand inhabitants. The city is noted for its parks, handsome residences, beautiful avenues and suburbs. Thru its large industries, warehouses, and business establishments of all kinds, the city has come to be a large distribution center for North Dakota and western Minnesota. Access is easy via the several lines of the Great Northern and Northern Pacific railroads.

Among the many institutions located in the city are the State University and various commercial colleges. Both the Young Men's Christian Association and the Young Women's Christian Association are established in Grand Forks and have comfortable and well equipped headquarters, the former possessing a handsome new building, which is one of the best of its kind in the Northwest. The city also has an excellent system of public and parochial schools, while sixteen churches represent the various denominations.

Books and Apparatus

Wesley College owns a well-selected collection of books, maps and other facilities, to which additions are made as occasion demands.

Students of the College have free access to the excellent libraries of the University.

The Homiletic Club

A Homiletic Club has been formed by the students, the aim of which is to promote the intellectual, social and religious life of its members. All Methodist students of the University of North Dakota and Wesley College who feel they are called to the work of the ministry or to some similar form of Christian activity are eligible for membership. Students not Methodists may become associate members with all literary privileges, but without voice or vote in the business affairs. The meetings of the Club are held bi-weekly during the academic year and are addressed by prominent laymen and clergymen of the state on questions that touch the social, industrial and religious life of the community.

The Hilborn Prize

The late J. P. Hilborn of Wimbledon, North Dakota, has provided an endowment by the terms of which the annual income of seventy dollars is to be administered by the Faculty as awards for essays on some phase of the religious interpretation of life. The themes selected must be approved by the Faculty. The right is reserved to reject any or all submitted. The prizes are not awarded unless the essays are adjudged by the Faculty to be of sufficient merit both as to literary form and subject matter. All students of the School of Religion are eligible.

Scholarships

Thru the gift of Mr. E. J. Lander, Wesley Conservatory has the administration of a fund for the assistance of students who show talent and ability, and a desire to become, by the use of education so obtained, of genuine worth to the community. Beneficiaries are expected to assist in the student choir, or do other work assigned by the President.

Artists Course

Wesley College Conservatory Artists Course is an educational feature conducted primarily for the benefit of the Conservatory students. Each succeeding year brings to Grand Forks some of the world's best artists.

The matriculation fee paid by regular conservatory and expression students entitles them to a ticket for this course of concerts.

Hazlett Special Lecture Foundation

The sum of \$10,000 was bequeathed to Wesley College in 1908 by Mr. and Mrs. Thomas L. Hazlett, of Valley City, North Dakota, for the purpose of establishing a special lectureship. The aim of this foundation is to promote knowledge in the field of religion and philosophy. In accord with the wish of the donor the Faculty has decided to bring before the student body and friends of the College, annually, a scholar of eminent rank, who will discuss some fundamental moral and religious question.

The following have held the lectureship:

1907

BORDEN P. BOWNE, D.D., LL.D.
Religion and Philosophical Ideals

1908

ROBERT W. ROGERS, Ph.D., LL.D.
The Story of Creation

1909

ROBERT W. ROGERS, Ph.D., LL.D.
The Story of the Isrealites

1910

FRANCIS J. McCONNELL, Ph.D., LL.D.
Religious Fundamentals

1911

LUTHER FREEMAN, D.D.
Positive Religious Ideals

1912

HARRISON FRANKLIN, Ph.D., D.D.
The Social Significance of Religion

1913

ALLEN HOBEN, Ph.D.
The Religious Education of Boys

1914

EDWIN DILLER STARBUCK, Ph.D.
The Psychological Basis of Religious Education

1915

HARRY F. WARD, M.A.
Christianizing the Social Order

1916

LYNN HAROLD HOUGH, D.D.
The Imperial Religion

1917

ALBERT C. KNUDSON, Ph.D.

The Message of the Old Testament Prophets

1918

CHARLES WESLEY BURNS, D.D.

The Church and the Changing Order

1919

ISAAC TAYLOR HEADLAND, Ph.D., LL.D.

Missions in China

1920

FEDERICK CARL EISELEN, Ph.D., D.D.

The Prophet and the Modern World

1921

WILLIAM F. McDOWELL, D.D., LL.D.

The Christian Philosophy of Life

SCHOOL OF RELIGION

GENERAL INFORMATION

Vocational Preparation

Wesley College lays the foundation for such forms of life-service as the following:

1. The Christian ministry. Foreign missionary work.
2. Professorships in Bible, Religious Education, or Religion generally.
3. Religious Education. Organization of Religious Education departments in churches or communities. Positions in connection with Religious Education societies, or with similar denominational departments.
4. Medical missions. Social and philanthropic work on the mission field.
5. Lecturers on religious topics in connection with denominational boards or otherwise.
6. Social service. Preparation for work in college settlements, charity organizations, cooperative enterprises, organizations for mutual help.
7. Y. M. C. A. or Y. W. C. A. leadership.
8. Christian journalism. Clerical and educational positions on denominational papers, or any other kind; positions in publishing houses, denominational or other.
9. Deaconess work, parish-visiting, pastors' assistants.
10. Secretarial positions with ministers, or religious organizations.

Requirements for Admission

Applicants for admission for first year standing should be at least sixteen years of age, and should present satisfactory evidence of having completed fifteen units of high school or preparatory work, a unit being a course of study pursued thruout a school year of not less than thirty-six weeks with five recitations a week of at least forty minutes each. Two periods of laboratory or shop work count as one of recitation. Examinations are required of all students not presenting acceptable credentials.

Combined Registration in the University and Wesley College

Students pursuing courses in Wesley College and the State University will be expected to enter upon their University registration card all courses taken in Wesley College precisely as they do the University in order that credit therefor may be given at the end of the semester in the usual way. The total number of hours taken in both institutions must not exceed the maximum allowed under the rules of the registration.

Special Students

Persons of mature years may enroll as special students on satisfying the professor concerned that they are capable of carrying on the courses selected. Such students will be expected to do all the work required of those regularly enrolled, but may be excused from the final examinations, if they so desire.

All special students who later become candidates for a degree must satisfy the entrance requirements. Any credits which they have secured as special students may then be applied toward graduation.

Requirements for Graduation

Bachelor's Degree. Wesley College confers the degree of Bachelor of Arts upon those who complete 125 semester hours of college work including a major of 32 hours in Wesley College. The requirements for the degree of Bachelor of Arts are equivalent to those of the University of North Dakota and meet the standard established by the University Senate of Methodist Colleges and Universities. Candidates for a degree from Wesley College may also elect work in the State University. The options from Wesley College must constitute a major of 32 semester hours.

The semester hour is the standard for computing the amount of a student's work. This is equal to one hour of recitation or lecture per week for one semester. In order to receive a degree a student is required to complete 125 semester hours of work and to maintain an average of at least 78 per cent. The requirements for graduation include: (1) a certain amount of prescribed work, mainly in the freshman and sophomore years; (2) a major and two minors, to be taken during the junior and senior years; and (3) free electives, a limited number of which may be taken each year.

The course of study open to students are grouped in nine groups, as follows:

- (1) English Language and Literature.
- (2) Foreign Languages (French, German, Greek, Latin, Scandinavian, Spanish).
- (3) Natural Sciences (Biology, Botany, Chemistry, Geology, Physics, Physiography, Physiology, Zoology).
- (4) Mathematics.
- (5) Social Science (Economics, History, Political Science, Sociology).
- (6) Education, Philosophy, Psychology.
- (7) Business, Engineering, Fine Arts, Household Economics, Manual Training.
- (8) Law. (Ninety-four credits are required in other subjects before Law can be elected.)
- (9) Courses in Wesley College. (Biblical History and Literature, Church History, Missions, History of Religion, Psychology of Religion, etc.)

The Selection of a Major

During the second semester of the sophomore year each student must elect a major in Religion. From this department he must, under the direction of the head of the department, who by this choice becomes his advisor, select not less than sixteen additional hours of work as the department in question may designate. He must also select with the approval of his advisor, two minors, each of which he shall pursue for at least eight hours beyond the introductory year. The total time thus required for a major will be at least thirty-two hours and for each of the minors at least sixteen hours, including in each case the year of introductory work. Each student in accordance with this plan must select (including his work in foreign languages) at least forty hours which shall be in advance of the introductory courses offered by the various departments.

Master's Degree. The degree of Master of Arts is conferred upon candidates after one year of successful graduate work pursued in accordance with the following regulations:

The major subject consisting of sixteen hours must be taken in one department of the School of Religion; two minor subjects of eight hours each, or one minor of sixteen hours, may be taken in the School of Religion or the University. The minor subjects must be related to, and supple-

ment the major. The major should be a continuation of the undergraduate major. If the candidate elect as graduate major a subject in which he has not done sufficient undergraduate work, he shall not be admitted to graduate standing until he shall have pursued the subject as undergraduate work to the satisfaction of the professor under whom he contemplates taking the graduate major subject.

The candidate must present a thesis interpretative of some aspect of the major subject. The theme selected must be approved by the professor, and developed under his supervision.

No part of the work can be done in absentia.

Divinity Degree. Wesley College does not give the degree of Bachelor of Sacred Theology or Bachelor of Divinity, but students who have pursued selected courses for a year or more are able to secure the degree in some of the best theological schools in two year's time. Arrangements are being made by which students who have taken approved courses in Wesley College totalling at least thirty-two semester hours and have received the Bachelor of Arts degree may be admitted at once to the class in the work of the second year in our theological seminaries. Thus students have the opportunity of taking a six-year course in Arts and Theology.

Expenses

No tuition or registration fee is required for admission to the regular School of Religion in Wesley College. Financial terms made known upon application to the Secretary. Meals are served in the University dining hall. Room and board may also be had in private families in the city. In addition to these expenses the cost of books and incidentals must be added. The diploma fee is five dollars.

DEPARTMENT OF RELIGIOUS EDUCATION

Professor Stolz

The Department of Religious Education embraces the field of biblical exposition and religious psychology. It concerns itself with the material and principles of religious growth. Its primary purpose is to develop and equip both ministerial and lay leaders of society. Its courses are not merely cultural, in the generally accepted sense of the term, but also of value to all who seek a deeper interpretation of life and guidance in their religious readjustment. A psychological, as well as historical and literary approach is

made to the exposition of the Bible and the evaluation of Christian experience.

First Year Courses of Study

*1. THE LIFE OF CHRIST.....2 hours credit

The aim of this course is to give a clear outline of the events of the life of Christ, a knowledge of the social, political and religious forces which gave His character point and direction, and a true estimate of His unique work and person. The gospels will constitute the chief sources of information consulted by the student, although a suitable text book will be used, and lectures will be given by the instructor.

2. THE TEACHING OF JESUS2 hours credit

The moral and religious teachings of Jesus and their application to present conditions. The deliverances of Jesus relative to the state, the family, poverty, riches, social classes, and other social factors will be studied. His conception of the nature of the Kingdom of God and its requirements will be central illuminating principles of the course. In addition to the gospel records themselves, a suitable text book will be used.

*The odd numbers indicate that the courses will be offered the first semester, the even numbers that they will be given the second. Students will find the hours of the courses in the Schedule of Studies of the State University. The numbers here correspond to those in the schedule under the head of Religion.

5-6. THE BIBLE AS LITERATURE.....4 hours credit

The purpose is to engender and develop an intelligent appreciation of the literary value of the Scriptures. Representative ballads, epics, lyrics, dramas, aphorisms, idyls, allegories, parables, short stories, letters, biographies, orations, apocalypses of both the Old and the New Testament will be studied. A literary rather than an historical or a psychological approach is made to the moral and religious message of the Bible. The Bible itself is the chief basis for the course with Moulton's Literary Study of the Bible as a general guide.

Advanced Courses of Study

9. THE OLD TESTAMENT PROPHETS....2 hours credit
The origin and development of Hebrew prophetism, its peculiar characteristics and permanent contribution to religion. The Old Testament prophets will be studied in their chronological order, and selected passages from their writings will be read and expounded in the class room. In addition to the prophetic literature itself, F. C. Eiselen's Prophecy and the Prophets will be made the basis of this course.
10. HEBREW LAW.....2 hours credit
A study of the various Hebrew law codes; their origin, development and application. Comparisons with the legal enactments of outside nations, especially of the Babylonians. The legal literature of the Hebrews will be the chief source of information altho a text book of merit will be used.
- 13-14. OUTLINES OF OLD TESTAMENT HISTORY
.....8 hours credit
A rapid but comprehensive survey of the contents of the Old Testament, with special reference to the men and movements prominent in the development of the religious ideals and institutions of the Hebrews. The geography of the Holy Land and the contact of the Jews with outside nations will receive attention. The work of the student will be supplemented with the necessary introductory material by the instructor. The Old Testament itself will constitute the main source of the study, with Ismar J. Peritz's Old Testament History as a guide.
18. THE WORK AND TEACHING OF THE APOSTLES
.....2 hours credit
The fortunes of the apostles from the day of Pentecost, the founding and development of the early church together with its organization, doctrines, and literature. Special emphasis will be placed upon the life and influence of Paul. Those conditions of Graeco-Roman society which made the success of his evangelistic labors possible will be noted. The apostolic records supplemented by standard works, will be the basis of the study. C. F. Kent's Life and Work of the Apostles is the text book used.

21. THE PSYCHOLOGY OF RELIGION.....3 hours credit

A statement of the facts of the religious consciousness in terms of psychology. The origin and content of religion, dreams and visions, faith cures, conversion, prayer, prophecy, mysticism, and kindred phenomena will be studied. Informal lectures and collateral readings.

22. THE PSYCHOLOGY OF PRAYER.....3 hours credit

A statement of the origin, development and results of prayer in terms of psychology. Special attention will be devoted to the relation of science and religion. A survey of the religious impulse and its expressions from the standpoint of prayer. Text book is K. R. Stolz's Psychology of Prayer.

25. PRINCIPLES OF RELIGIOUS EDUCATION

.....3 hours credit

An inquiry into the religious nature and development of the child and adolescent, and the material and methods of religious education. The purpose of this course is to prepare the student for efficient participation in the religious culture of the child in the home and the church. The nature of the child's unfolding life is made the basis of his religious nurture. The psychology of the child, his moral and religious development, the principles of teaching, and the organization and management of the graded Sunday school receive special attention. L. A. Weigle's Pupil and the Teacher is the text book used.

Other Studies

26. THE PSYCHOLOGY OF PUBLIC SPEAKING

.....2 hours credit

The purpose of this course is the discovery and application of the psychological principles which underlie persuasive public speaking. The bearing of appreciation, interest, attention, and other psychological elements, upon which the work of the pulpit and platform will be studied.

34. THE PSYCHOLOGY OF MUSIC.....2 hours credit

Since the basis of music essentially is religious, this de-

partment offers a course in the psychology of music. The relation of psychology to musical education and appreciation will be studied. The findings of experimentalists in the field of the psychology of music, the application of general pedagogical principles to the work of the prospective teacher, and the religious value and use of music will be emphasized. C. E. Seashore's *Psychology of Musical Talent* is the text book.

Required of all candidates for graduation from the Conservatory. Given in alternate years. This course will be given in 1922-1923.

HISTORY OF CHRISTIAN THOUGHT AND PROGRESS

Professor Shaw

This department has for its aim the historical interpretation of religion. It recognizes that God has not at any time left himself without witness, and that the religious aspirations of the human race are to be understood in that light; hence, it lays stress upon the study of Religion in all its forms. Believing, however, that Christianity is the supreme revelation of truth, it considers of the utmost importance the study of the history of the Christian Church, and of the content and development of Christian Thought.

First Year Courses

(Open to all)

3. HISTORY OF CHRISTIAN PROGRESS

.....2 hours credit

An outline of the History of the Christian Church from the first century to the present day. The origin of the Church. The medieval period. The leading men and movements of the Reformation. The Church in modern times in Europe and America.

4. CHRISTIAN THOUGHT.....2 hours credit

An introductory course intended to familiarize the student with the principal Christian doctrines, their content and development, and their present day significance.

7. COMPARATIVE RELIGION.....2 hours credit

An introductory course. A comparative study of the principal forms of Religion, Primitive Beliefs, the great Religions of the Ancient World, Confucianism,

Buddhism, Hinduism, Zoroastrianism, Semitic Religions, Christianity.

8. CHRISTIANITY AND CIVILIZATION.....2 hours credit

The achievements of the Christian Church during twenty centuries. The application of Christianity to actual conditions, the improvements it has effected, the work it has yet to accomplish as a civilizing agency.

Advanced Courses

Courses 11 to 30 open to all above Freshman rank; 31 to 33 to all above Sophomore rank; others by special permission.

11. CHURCH HISTORY TO THE REFORMATION

.....2 hours credit

An intensive study of the History of the Christian Church from the first century to the eve of the Reformation.

12. CHURCH HISTORY FROM THE REFORMATION

.....2 hours credit

A continuation of Course No. 11 commencing with the Reformation and following the history of the Christian Church to the present. For the two courses the text book will be Williston Walker's History of the Christian Church.

15-16. HISTORY OF CHRISTIAN DOCTRINE

.....2 hours credit

The development of doctrine from the beginning of the Christian era to modern times. A study of the fundamentals of Christian Thought in terms understood by each successive age. G. P. Fisher's History of Christian Doctrine is the text book.

19. THE REFORMATION.....2 hours credit

The general background of the Protestant Reformation. The Renaissance. The causes leading to the revolt against the mediaeval ecclesiastical system. The course of the Reformation in its Lutheran, Calvinistic and Anglican aspects. Minor Protestant sects. The Counter-Reformation.

20. HISTORY OF ANGLO-AMERICAN CHRISTIANITY

.....2 hours credit

A survey of the history of Christianity in the Anglo-

Saxon world, from the rise of the Puritans to the present. A continuation of Course 19.

- 23-24. HISTORY OF RELIGION.....2 hours credit
A historical study of religion. The origin and primitive practices of religion. The great religions of antiquity and of today. Readings in the Sacred Writings of these religions.
27. HISTORY OF CHRISTIAN MISSIONS..2 hours credit
The expansion of Christianity in terms of missionary activity. The extension of the Primitive Church. The evangelistic work of the Eastern Church, the Roman Catholic Church and other branches of Christendom during the medieval period. Protestant and Catholic Missions since the Reformation. The modern missionary awakening.
28. THE SARACENS.....2 hours credit
An account of the rise of Mohammedanism, and of its religious, social and political significance. The person and mission of Mohammed. The career of conquest by the Mohammedan power. The characteristics of Arab civilization.
29. THE BYZANTINE EMPIRE AND THE EASTERN CHURCH2 hours credit
The Roman Empire and the Eastern Church, from Constantine I to the capture of Constantinople by the Turks in 1453. The characteristics of the Eastern Church as determined during that period.
30. THE RELIGIOUS AND POLITICAL HISTORY OF THE NEAR EAST.....2 hours credit
The religious factors in the Balkans, Asia Minor, Syria and Palestine. The Greek Orthodox Church and other Eastern Churches. Islam. Political considerations and problems of nationality. The Balkan peoples. Educational and evangelistic opportunities in the Near East. A continuation of Course 29.
31. COMPARATIVE LITURGICS AND CHURCH POLITY.....2 hours credit
Christian worship, its principles and forms. A comparison of different modes of worship, and of the chief forms of church organization.

32. SYSTEMATIC THEOLOGY.....2 hours credit

The doctrinal content of the Christian Religion. The Christian doctrine of God, the world, man, sin, salvation. The Person and Work of Christ. The Christian Church. The Christian hope.

33. PHILOSOPHY OF RELIGION.....3 hours credit

An exposition of the Theistic conception of the world. Religion and Morality. Idealism and Materialism. The relation of God to man and the world. Revelation. The problem of evil. Immortality. The Christian idea of God.

N. B. All students in this department are urged to take also some work in Biblical history and interpretation, especially as regards the teachings of Jesus and the New Testament generally. Students taking work in the history of the Christian Church are advised to take parallel courses in Medieval and Modern European History and the History of England. For those intending to take Christian Thought, Philosophy of Religion, or Systematic Theology, courses in Ethics, Logic and History of Philosophy will be found particularly helpful.

THE DEPARTMENT OF RURAL WORK AND COMMUNITY WELFARE

at the Agricultural College, Fargo, North Dakota

Walter Lee Airheart

Wesley College, through its Department of Rural Work and Community Welfare offers courses in Bible and Community Development at the Agricultural College. In addition to the instructional work in College Courses, this Department through its Extension Service gives direction and aid in Community Development.

The courses of study are planned with particular reference to the peculiar aims and special curricula of the Agricultural College. Full credit for this work is given by the Agricultural College toward its diplomas and degrees. Election of these courses should be indicated to the advisor at the time of registration and the proper record left with the Registrar.

I. Bible

- A*1. The Life of Jesus.....2 term hours credit
 B 2. The Teachings of Jesus.....2 term hours credit
 B 3. Social Ideals of the Prophets.....2 term hours credit
 C 4. Social Teachings of Jesus and His
 Followers2 term hours credit

II. History

- A 5. History of the Hebrews.....2 term hours credit
 C 6. Outlines of Church History.....2 term hours credit

III. Religious Education

- A 7. Principles of Religious Education....2 term hours credit
 B 8. Teaching the Christian Religion.....2 term hours credit
 C 9. Organization and Administration
 of Religious Education.....2 term hours credit

IV. The Church and World Agriculture

- B 10. The Church and Agriculture.....2 term hours credit
 C 11. The Church and Agriculture
 Abroad2 term hours credit

*The letter before the numeral indicates the term in which the particular course is offered, as follows: A, Fall; B, Winter; C, Spring.

V. EXTENSION SERVICE

Rural Pastors' Clinic—This course combines survey and program. It progresses on the method of the functional survey, seeking the information in the order in which inquiries naturally arise in the pursuit of pastoral work. Correlation of Church and Community in a definite organized program based on actual findings.

Given through correspondence and in personal visitation. Open to all rural pastors.

Community Surveys—The aim is to discover the true state of the community life and subject all its social processes to such analysis as will determine the effect of each activity and condition of the social body.

THE CONSERVATORY OF MUSIC

It has been the aim in compiling this condensed statement to give as concisely as possible, information that will help music students to obtain a clear idea of the ability and character of the members of the Faculty, the courses of study and the requirements for entry and graduation.

Equipment

Wesley College Conservatory is located in Corwin Hall just across from the State University campus, and within two minutes walk of the dormitories of the University and Wesley College.

The new Conservatory building, Corwin Hall, contains ten practice rooms furnished with pianos which will afford students ample opportunity for practicing at very little cost.

In Corwin Hall are located the studios, recitation rooms, offices and the auditorium of the Conservatory, the building itself being of the most modern type and electric lighted and steam heated throughout. The auditorium, seating 200 people, provides a place in which pupils may acquire experience in appearing before the public.

Thru the generosity of Mrs. A. J. Sayre, who donated \$500.00 towards its cost, the Conservatory now possesses a new two manual Gibson model Estey Organ, which has been installed in Corwin Hall, and will be available for the work of the Pipe Organ Department.

A Steinway Grand Piano is also a recent acquisition for the Recital Hall.

Advantages

The payment of a small matriculation fee entitles each regular student to all the lectures and recitals by the Faculty, the Artists' Course conducted by the Conservatory and all of the College and Conservatory activities.

In addition to the above there are the fine series of lectures each year thru the medium of the Hazlett endowment, and the lectures by the many prominent men brought to the State University Convocation meetings.

Any student fitted to do so may study English Bible, Hebrew history, Church history or Religious philosophy at Wesley College without cost and those who wish to study the languages for use in song literature can do so as special students at the State University for a small matriculation fee.

Public School Music

A course in Public School Music is offered by the Teachers' College in the State University and students desiring this work may register for it there. Wesley College offers the private instruction recommended for those desiring this work.

University Credits

The University of North Dakota grants credits toward diplomas and degrees for Wesley College instruction in voice, piano, organ, and violin to the amount of eight semester hours, one one-half hour lesson counting as one hour; and for the Psychology of Music. Wesley College accepts credits toward its diplomas in music for harmony, analysis, history of music and sight singing and ear training taken in the University of North Dakota.

Combined Registration in the Conservatory and University

All students desiring credit in the University for work in music must register for the same in the University with the enrollment officer.

Student Recitals

One of the most important incidental advantages of the Conservatory is the bi-monthly recital, where students may become acquainted with a far greater number of musical compositions than they individually can study; and where they may themselves, when sufficiently advanced, present compositions assigned by their teachers for the purpose of giving them self-control and ease in public appearance. This is a required exercise for those sufficiently advanced.

DEPARTMENT OF PIANOFORTE

Miss Okell Mr. Conte

Since a course of study to be the most advantageous to the student must meet his individual needs, it is impossible to outline a course which would apply to all.

To insure a solid foundation many technical exercises and studies should be mastered by every student, but beyond that, work beneficial to one might be entirely unnecessary for another.

Stress is laid upon such technical work as is calculated to develop a control of the fingers, hands and arms, but only as a means to the desired end of a musicianly, refined style of playing. The aim is to give the student a medium of personal expression which shall make for a richer and more useful life.

To enter this department no previous knowledge of the pianoforte is required. The same careful attention is paid to the needs of the beginner as to those of the more advanced student.

Pupils who have received instruction elsewhere will be examined and classified accordingly.

Pupils appear on recital programs according to the discretion of the teacher.

OUTLINE OF TECHNICAL WORK AND COMPOSITIONS

First Year

Studies by Bergmuller Heller or Loeschern op. 66 and 1st book Czerny op. 299—major and minor scales in parallel motion with their triads—Sonatinas by Clementi, Mozart, Reinecke, Schuman's Album for the Young, etc. Memorized.

Second Year

Czerny Studies—op. 199 from books II on; a Sonata by Mozart or one of the easier Beethoven Sonatas—Bach two part inventions—Selections from the easier works of Schubert, Schumann, Mendelssohn, Grieg, etc. Major and minor scales in 3rds, 6ths, 10ths and contrary motion with their triads and dominant and diminished 7th chords.

Third Year

Cramer Etudes—Bach 3 part Inventions—Pischna exercises—at least one Beethoven Sonata and three Bach Preludes and Fugues, or one English Suite. Pieces by Chopin, Schumann, Schubert, etc., and selections from the best modern composers.

Fourth Year

Clementi—Tausig—Gradus ad Parnassum—Moscheles op. 70. Studies from Book I and II—Bach Preludes and Fugues; several Chopin Etudes. A Concerto of the difficulty of Mendelssohn's Concerto in G Minor, Beethoven's in C Minor or Schumann's in A Minor or one of the more difficult Beethoven Sonatas; and higher compositions by Chopin, Schumann, Brahms, Liszt and the greater modern composers.

Requirements for Junior and Senior Recitals

Junior Recital students must have completed satisfactorily at least ten Cramer Etudes before giving it. Play at least one movement (preferably all the movements) of

an easier sonata by Beethoven, or one by Schubert, Mozart or Grieg. A group of three of the easier compositions of Chopin.

Senior recital students must play either a Concerto or one of the more difficult Beethoven Sonatas (entire sonata), selections from some of the difficult numbers of Chopin, Schumann, Liszt, and the greater modern composers.

Certificates

At the close of one year's study students are expected to pass an examination admitting them to the intermediate grade. A certificate of merit is granted to those who successfully complete this work. Requirements are as follows:

Theoretical—One semester's work in Harmony must be completed.

A Teacher's Certificate will be granted to those who successfully complete the work of the intermediate grade and are passed into the advanced grade.

Before taking the examination for the advanced grade the entire two-year course in harmony, sight-reading and ear-training, history of music and psychology of music should be completed, and the following technical work is required: Major and minor scales, four octaves in parallel thirds, sixths, tenths and contrary motion, and octaves; arpeggios, major and minor, dominant and diminished sevenths; a recital program of not less than twenty minutes duration.

Diploma Course

Pupils who meet the following requirements may be graduated from this department with the Diploma of the Conservatory:

1. The completion of two years' high school work in a reputable high school, or its equivalent. Candidates will find in Wesley College and the University excellent facilities for making up high school credits which they may lack.

2. The completion of the entire technical and theoretical course of study as outlined in the diagram below. Candidates should distinctly understand that the technical work as herein indicated may be adapted to the individual needs of the pupil and that pupils vary in the time spent in mastering what they require.

First Year

1. Technical work in pianoforte. Two private lessons a week.

2. First Year Harmony. Four hours thruout the year.
3. Ear Training and Sight Singing. Two hours thruout the year.
4. History of Music. Two hours thruout the year.

Second Year

1. Technical work; memorizing and interpretation. Two private lessons a week.
2. Technical work in secondary subject: Organ, voice or violin. One lesson a week.
3. Harmony. Four hours first semester.
4. Form and analysis. Four hours second semester.

Third Year

1. Technical work. Two private lessons a week.
2. Psychology of Music. Two hours a week during the Second Semester.
3. Junior Recital.

Fourth Year

1. Advanced technical work; memorizing and interpretation.
2. Ensemble playing.
3. Senior Recital.

The Pipe Organ

Mr. Conte

To obtain the best results, students should not begin the study of the organ until they have acquired a considerable mastery of pianoforte technique.

To meet the great need of competent organists, the following course of study is prescribed:

1. Exercises to develop proper touch comprising both legato and staccato from Rink, Merkel and Bach.
2. Transposition, modulation, improvisation and accompaniment.
3. Studies for the pedal by Paolo Conte, Op. 109 and studies for the pedals and manuals from Schneider, Book I and II.
4. This study includes selections from Bach, Merkel, Rink, Stainer, Dudley Buck, Mendelssohn, Rheinberger, Guilmont and Saint Saens.

DEPARTMENT OF VOICE**Mr. Naff Miss Richie**

True cultivation of the voice consists in the development of pure tone, its easy natural use and control in singing.

One of the most essential first things is breath control, so that the tone may float on the breath.

Correct intonation, legato, accent, phrasing and enunciation (purely enunciated vowels are the best aid to correct tone placement) are the principal features of the Technical Drill.

In addition to the mechanical drill here indicated, there is the mental development which must control the mechanical, making possible a perfect medium of expression.

Vocal exercises are pursued thruout the entire course of study, beginning with Concone, continuing with Marzò's Art of Vocalization and concluding with the more difficult Bordogni exercises, or other studies of equal value.

Pupils having received previous instruction elsewhere are examined and classified accordingly.

Pupils take part in recitals according to the discretion of the teacher.

Diploma Course

Pupils who meet the following requirements may be graduated from this department with the Diploma of Conservatory:

1. The completion of two years' work in a reputable high school or its equivalent. Candidates will find in Wesley College and the University excellent facilities for making up high school credits which they may lack.

2. The completion of the entire technical and theoretical course of study as outlined in the diagram below. The candidates should distinctly understand that the technical work as therein indicated may be adapted to meet the individual needs of the pupil, and that pupils vary in the time spent in mastering what they require.

First Year

1. Technical work. Concone op. 9. Two private lessons a week.

2. Elementary work in secondary subject. One private piano lesson a week.

3. Harmony. Four hours a week thruout the year.

4. Sight Singing and Ear Training. Two hours a week thruout the year.

Second Year

1. Technical work. Marzo, Art of Vocalization, Book I. Two private lessons a week.
2. Technical work in secondary subject. One piano lesson a week.
3. Harmony. Four hours a week a week, first semester.
4. Form and analysis. Four hours, second semester.

Third Year

1. Technical work. Marzo, Art of Vocalization, Book II. Two private lessons a week.
2. The Psychology of Music. Two hours a week during the Second Semester.
3. Junior Recital.

Fourth Year

1. Technical work. Marzo, Art of Vocalization, Book III. Two private lessons a week.
2. Senior Recital.

DEPARTMENT OF VIOLIN

Mr. Buchholz

It is the aim and purpose of this department to so instruct the students that whatsoever is acquired during the period of their study shall be of lasting and permanent value to them, regardless of possible changes of schools and teachers.

A thoro and solid foundation is necessary for even the most talented pupils and it is the aim of the department to bring this condition about by a proper training of left hand and bow arm.

No two students can be treated alike, and there is no set "method" followed. A general plan of work holds for all, deviating as much as the needs of the individual pupil may require. Many students of talent are encumbered by hands that are not well adapted to the needs and requirements of violin playing. Special exercises with and without the violin are given to such students, with a view to lessening these encumbrances. Otrosky Method of Hand Development has been studied, used and worked out by the head of this department and he stands ready to aid students who can be benefited by this wonderful method.

To get started right, and then put forth every effort in practice, should be the purpose of every student. Three to four hours' daily practice, rigid observance of every detail of instruction, and natural ability of the pupil are prime factors in his progress.

Lessons are of thirty minutes duration. Two lessons per week during the four years of the course are required for graduation. Students in the department come under the same ruling as the piano department with respect to history, theory, etc.

Below are listed authors of studies that are used during the course, as the teacher may direct:

First Year—Hohmann, Book 1-2-3-4. DeBeriot, 1-2, op. 102, or Dancia. Light pieces for violin and piano.

Second Year—Kayser, Walfhart, Dont. Light classics for violin and piano.

Third Year—Mazas, Schradieck, Dont, op. 38, 37. Alard. Advanced classics of the masters for violin solo.

Fourth Year—Kreutzer, Dont op. 35. Rode, Campagnoli. Standard solos and concertos.

Students are required to appear upon recital programs according to the wishes of the instructor.

Pupils having received instruction elsewhere are examined and classified accordingly.

Viola

Violin students, on account of the similarity of instruments, easily acquire proficiency on the viola. Violinists who play the viola ever find it to their advantage, not only as an added accomplishment, but valuable to their violin technic in many ways.

The head of the violin department will give instruction in viola, and recommends at least one year's work to all violin students.

Diploma Course

Pupils who meet the following requirements may be graduated from this department with the Diploma of the Conservatory.

1. The completion of two years' work in a reputable high school, or its equivalent. Candidates will find in Wesley College and the University excellent facilities for making up high school credits which they may lack.

2. The completion of the entire technical and theoretical course of study as outlined in the diagram below. The candidate should distinctly understand that the tech-

nital work as therein indicated may be adapted to meet the individual needs of the pupil, and that pupils vary in the time spent in mastering what they require.

First Year

1. Technical work in violin. Two private lessons a week.
2. Elementary technical work in secondary subject. One piano lesson a week.
3. First year Harmony. Four hours thruout the year.

Second Year

1. Technical work. Two private lessons a week.
2. Second year technical work in piano. One lesson a week.
3. Second year Harmony. Four hours one semester.
4. Form and analysis. Four hours second semester.

Third Year

1. Technical work. Two private lessons a week.
2. History of Music. Two hours thruout the year.
3. Psychology of Music. Two hours during the second semester.
4. Junior Recital.

Fourth Year

1. Advanced technical work. Two private lessons a week.
2. Sight Singing and Ear Training. Two hours thruout the year.
3. Ensemble playing.
4. Public senior recital.

THEORY

Since a practical knowledge of the science and history of musical composition is essential to the true musician, the theory courses are planned to give the student a substantial basis for future attainments. Only thru careful attention to this work is it possible to secure as symmetrical development of the musical faculties as is necessary to the best success, either as a teacher or a performer.

Students take the folowing course in theory offered by the University of North Dakota:

First Year—Harmony I. Four hours a week, first and second semesters. Some ability in pianoforte or organ is desirable.

Second Year—Harmony II. Four hours a week, first semester. This is an advanced course, and pre-supposes the work of the first year.

Form and analysis. Four hours a week, second semesters. A study of the structure of musical compositions.

History of Music

This course is taken in the University of North Dakota. It is designed to cover the historical evolution of music and to develop an appreciation of its wide significance as an educational and cultural factor.

Two hours a week, first and second semesters.

The Psychology of Music

Professor Stolz

The relation of psychology to musical education and appreciation. The leading facts of descriptive psychology, the findings of experimentalists in the field of the psychology of music, and the application of general pedagogical principles to the work of the prospective music teacher, will be reviewed. C. E. Seashore's *Psychology of Musical Talent* will constitute the basis of the study. Supplementary lectures will be given and collateral readings assigned.

Given in alternate years. Will be given in 1922-23.

Ear Training and Sight Singing

Taken in the University of North Dakota.

The only requisite for this course is a singing voice, with fairly accurate discrimination of pitch and rhythm. The reading of vocal music will be taken up in the simplest manner and developed so that those completing the course should be able to read vocal music of moderate difficulty. This course remedies a great drawback in vocal music.

Two hours a week. First and second semesters.

Ensemble Work

Mr. Buchholz

This course is required of all candidates for graduation from either the piano or violin departments. The work consists of ensemble playing of both violin and piano sonatas of Schubert, Haydn, Mozart, Beethoven and more modern composers, also of solos of all forms of the violin and piano. The students have free use of the music which is provided by the College. The class meets bi-monthly for one-hour sessions and is in charge of the head of the violin department.

TUITION AND EXPENSE

In addition to the tuition rate listed below the cost of room, board, books and incidentals must be considered.

Registration is for the full semester. Pupils desiring to register after the semester's work has begun may do so for the entire remainder of the semester, but in no case for a fraction of the remainder.

A charge of one dollar is made for all special examinations, other than entrance examinations.

All pupils must pay the registration fee each year, regardless of the semester in which they register. All pupils receive without cost a season ticket to the Artists Course.

Lessons lost by pupil's absence, except on account of sickness will not be made up to them, as the teacher's hours are arranged for the semester, and they are in attendance whether the pupils are present or not.

Notice of inability to meet a lesson appointment must be given by the pupil during the half day session preceding the one in which the lesson is to be given. Otherwise the lesson will be counted taken.

Lessons lost by the absence of the teacher will always be made up.

TUITION AND FEES

	First Semester		Second Semester	
	1 lesson each week	2 lessons each week	1 lesson each week	2 lessons each week
Voice	\$45.00	\$90.00	\$42.50	\$85.00
Piano:				
Mr. Conte	45.00	90.00	42.50	85.00
Miss Okell	45.00	90.00	42.50	85.00
Miss Sattler	36.00	72.00	34.00	68.00
Miss Sannes	36.00	72.00	34.00	68.00
Organ	45.00	90.00	42.50	85.00
Violin	36.00	72.00	34.00	68.00

Department of Expression

Miss Kingsbury

\$36.00 \$72.00 \$34.00 \$68.00

Following subjects are quoted for one Semester:

Ensemble Playing\$3.00

Psychology of Music 3.00

Incidental Fees

Registration Fee	2.50
Organ Rental (one semester)	10.00
Piano Rental (one semester)	5.00
Teacher's Certificate	2.00
Diploma Fee.....	5.00

THE JUNIOR DEPARTMENT OF THE CONSERVATORY

Teachers

Lilah Sannes	Marie Sattler	Camilla Hofto
Myrtle Ellenson	Eline Ingvaldson	
Helen House	Marie Vale	

The Junior Department of Wesley College Conservatory conducted at City Studios was organized during the summer of 1910, and proved to be so useful to the people of Grand Forks that it has been enlarged and developed so as to make of it a complete music school for children, supervised by the Senior department.

Tuition for the children is within reach of all. In addition to the lessons given at the state rates, each pupil is given elementary work in theoretical music without extra charge. The teachers of the Senior Conservatory are freely consulted by the junior teachers with reference to all activities of this department.

Mr. Buchholz, of the Senior Conservatory, will give instruction in violin, thus affording children an opportunity to study this branch of music under an experienced teacher.

In the Junior department, classes in elementary harmony for children are conducted each Saturday. These courses lead naturally into the advanced courses of the Senior department and proven of incalculable value to the symmetrical development of the child's musical powers.

A weekly recital is given by the children. These are not regarded as exhibitions, but are for the purpose of giving the pupils experience in playing before an audience.

The price per lesson in piano ranges from \$0.75 to \$1.25; violin, \$2.00.

For additional information consult Secretary Junior Department of Conservatory, Wesley College, Grand Forks.

DEPARTMENT OF EXPRESSION

Miss Kingsbury

Miss Dyar, Assistant

Great authors create people of the imagination that body forth the spirit of an age, and impersonate its significant characteristics. These character creations of literature live, act and speak the author's interpretation of human nature under the circumstances presented for study.

Expressive reading requires adequate comprehension of the author's general thought and sympathetic understanding of the author's point of view. To impersonate these symbolic people of literature the reader must, for the time, be those people in thought, emotion and bodily action, including vocalization, according to the creative conception of the author.

Students of expression are students of the literature that is thronged with types of living people, each type a character study. Training in the art of expression implies literary education, physical culture and elocution. Much of the instruction is personal, and with one pupil at a time, as in music teaching. The art of self-expression is an attainment worth while in every social relation, and gives enhanced value to all other educational assets that students may acquire.

METHODS OF TEACHING

Private Lessons

Individuality is an important factor in public reading and speaking. The art of Expression implies cultivated self-expression. The aim of the teacher in the private lesson is to discover the individual pupil and to prescribe and supervise the study and exercise suited to the personal needs of the pupil. All study and exercise suited to the personal needs of the pupil. Two private lessons a week throughout three years is required of all students.

In Class

Exercise in the art of Expression implies the presence of others. Class work is suited to the cultivation of this social feeling, and at the same time offers to the teacher opportunity to illustrate the essential principles and practices that are common to real artists. Instruction given in class, being general and suited to all pupils, by so much relieves the half hour private lesson and makes possible the best use of that time for the personal needs of the pupil.

The work in class is outlined below and is required of all diploma students.

Students are expected to appear in public recitals from time to time, and to present a creditable graduation recital near the close of the senior year. The quality of the recital work is noted in the requirements for graduation. Pupils appear upon recital programs at the discretion of the teacher.

SPECIAL STUDENTS

Pupils may enroll for private lessons as special students without the previous preparation required of diploma students, and may be admitted to any of these classes provided they are prepared to do the work successfully.

REQUIREMENTS FOR GRADUATION

Pupils who meet the following requirements may be graduated from this department with the Diploma certifying that the recipient is "A Graduate in Expression."

1. The completion of the four-year course of study in a reputable high school, or its equivalent. Candidates for graduation will find in Wesley College and the University excellent facilities for making up high school credits which they may lack.

2. The completion of the entire course of study as outlined below:

First Year

Class work in the progressive steps by which the pupil may be led to an intelligent appreciation of the principals and art of expression.

Two private lessons a week.

Second Year

Class work in gesture, platform deportment and pantomime—with the appropriate exercises, and use of characteristic literature.

Two private lessons a week.

Third Year

Class work in the historic, intellectual, and emotional elements in impersonation, with Shakespearean characters as the principal subjects of study and interpretation. The staging of plays.

Two private lessons a week. Senior recital.

In no case will the diploma be awarded until acceptable proficiency is acquired in the art of Expression.

Pupils, especially those who expect to teach expression in the public schools, are advised to supplement the required work in this department with courses in psychology, the art of teaching, and Milton, Shakespeare, Tennyson, Kipling and others.

TUITION

Registration fee is \$2.50 payable yearly, regardless of time of entering.

Each pupil receives without cost one season ticket for Artists Course.

Private lessons, half hour..... \$2.00

Class lessons by semester:

One lesson weekly..... 8.00

Two lessons courses weekly..... 15.00

EXTENSION DIVISION

Correspondence Study. Instruction by correspondence is one of the means by which Wesley College plans to increase its constituency and its usefulness. The courses offered are intended for anyone who wishes to add to his general knowledge and culture or increase his efficiency as a servant of his community. They are planned for the purpose of giving both inspiration and technical knowledge. They are not merely for those who are professionally interested in religious work. It is hoped they may prove equally helpful to the live layman and to the clergyman.

As to securing credit toward a degree by correspondence study, the following is to be noted:

1. No one may take work for credit who it in attendance upon some other educational institution.

2. College credit will be allowed only to those who can satisfy the requirements for admission. Those who do not possess such training will be regarded as special students.

3. The Bachelor of Arts degree cannot be secured by correspondence study alone. The maximum credit allowed for work done by correspondence is ten semester hours. In no case will the degree be conferred unless the candidate has been in residence at least one year. The charge for tuition is merely nominal: Five dollars for each course, for half and quarter courses in proportion.

The student is expected to purchase his text-books. To those who desire it, the College will loan the books required for collateral reading, in which case the student will be required to make a deposit of five dollars, from which the necessary postal or express charges will be deducted, the remainder to be refunded when the course is completed.

Bureau of Information. As a public service, questions pertaining to any department of instruction in the College and sent to the Secretary, will be brought to the attention of the proper authority and answered free of charge.

Bibliographies touching subjects taught will be mailed on request. Reading courses will be outlined on books loaned at actual expense involved.

Lectures and Recitals. The members of the faculty in Religion are available for popular and educational addresses and lectures for such occasions as Teachers' Institutes, Chautauquas, Better Farming Conferences and Commencements. Terms made known on application to Secretary.

The several members of the faculty in music and expression are available for concerts and recitals, both singly and in groups. Only a nominal fee is charged.

HONORS CONFERRED IN 1921**Diploma in Expression**

Florence Williams

Irene Lilliam Thompson

Adah Merle Dyar

Bernice Ball Roller

Ragna Stenerson

Diploma in Piano

Vinnie Mercedes Gjere

Alta Belle Jackson

Inez Marie Vale

Emma Gay Gidley

Ruth Irene Bostrom

Rhoda Hewitt

Adelheide Magdaleen Thompson

Diploma in Pipe OrganInez Marie Vale

Diploma in Voice

Dorothy Wallace Healy

Odina Bergetta Olson

Degree of Bachelor of Arts

Howard Carmer Ackley

Thomas Carnew Old

Andrew William Heidinger

Olive M. Dahl

Hilborn Prize Essay Winners**First Prizes**

The Coming of Darwinism.....Leon B. Alger

The Development of the Idea of God Among the
Jews.....Olive M. Dahl

The Messiah in the Prophets.....Mattie Ekrom

The Dunkers.....Mildred C. Gjere

The Kingdom of God.....Priscilla Pinkney

The Bahai Movement.....Florence Reid

Second Prizes

Religious Toleration in Colonial Days.....Sadie M. Anderson

Prophets and Politics.....Dallas Belcher

The Origin of Religion.....Andrew W. Heidinger

The Prophets in Relation to their Times.....Marjorie Moore

The Future of ArmeniaRuth Muir

Predestination versus Free Will.....Charlotte May Yoder

REGISTER OF STUDENTS 1921-1922

School of Religion

Angus, Alice 4	Hannaford
Atkins, Mildred 1	Cando
Aunev, Herman T. 1	Duluth, Minn.
Baird, Ruth 1	Devils Lake
Baker, G. Merle 1	Devils Lake
Black, Marguerite 3	Ellendale
Bloch, Walter Herman Sp.	Grand Forks
Brattland, Armond D. 1	Ada, Minn.
Broen, Ruth, Sp.	Grand Forks
Brooke, Francis C. 2	Cando
Brudevold, Selma K. 1	Page
Burgum, Marjorie Lee 4	Arthur
Carr, Gail 1	Minot
Carson, Margaret C. 2	New Rockford
Clark, Margaret Majella 4	Wheatland
Clary, Ruth Dorothy 1	LaMoure
Cochrane, Fern H. 2	York
Cole, Ethel M. 3	Grand Forks
Coleman, Helen 3	Ellendale
Copenhaver, Gladys 1	Carrington
Cranna, Catherine 1	Lakota
Crawford, Lyle 1	Neché
Dahl, Olive M., B.A., G.	Grand Forks
Deane, Dorothy 3	Monango
Deehr, Irva 1	Tolna
DePuy, William T. 1	Grafton
Dickinson, Margaret E. 1	Minot
Disbrow, W. Roy 2	Cavalier
Disrud, Thorwald Andrew 1	Rolla
Dodge, Walter F. 3	Cogswell
Douglas, Florence M. 2	Gilby
Duden, Ernest 1	Ellendale
Eastman, Zena H. 1	Jamestown
Ellingson, Elvira 1	Northwood
Elliston, Robert W. 1	Milwaukee, Wis.
Elvrick, Marie 1	Grand Forks
Ennis, Thomas Edson 3	Lyons, N. Y.
Erickson, Elmer C. 3	Grand Forks
Erickson, Irene 2	Grand Forks
Erie, Alice 1	Grafton
Ewing, Mary Elizabeth 3	Kenmare

Farnham, Edyth 4	Arthur
Ferguson, Donald D. 1	Carrington
Finkle, John Ralph 3	Lisbon
Folley, Walter C. 3	Grand Forks
Fox, Helen 4	Kenmare
Fraser, George L. B. 3	Grafton
Fuller, Jessie L. 2	Grand Forks
Ganssle, Karl A. 1	Cavalier
Ganssle, Margaret Ann 1	Cavalier
Gass, Helen Louise 1	Larimore
Gibbens, Leanna M. 2	Cando
Gjere, Mildred C. 2	Cando
Griffith, Dorothy 2	Whitewater, Wis.
Gronvold, Esther A. 2	Rugby
Hahn, Josephine Griffith	Kenmare
Hahn, Rachel Marie 1	Crystal
Hamilton, George 1	Drayton
Hanks, Laura Pitkin, Sp.	Powers Lake
Hanson, Peter C. 1	Sharon
Hayes, Lloyd Hardy 1	Drayton
Haynes, Dorothy 4	Grand Forks
Healy, Eleanor, B.A., G.	Grand Forks
Helgerud, Leonard 2	Harvey
Henning, Mae 1	Lakota
Hesketh, Annie 4	Cupar, Sask.
Hicks, Fred T., Sp.	Neché
Holand, Clifford B. 2	McKinley, Minn.
Holcomb, Claude R. 1	Minot
Hollan, Emma 3	Kulm
Holldorf, Roy G. 2	Monticello, Minn.
Horton, Henry G. 2	Grand Forks
Hunt, Allen U. 2	Fessenden
Hurd, Ernest 4	Grand Forks
Jarvis, Maurice 1	Hope
Jerde, Edwin 4	Sisseton, S. Dak.
Johnson, Elizabeth Louise 2	Washburn
Johnston, Amory Gale 2	Wales
Johnston, Edna J. 1	Inkster
Jorandby, Adah 4	Grafton
Juberg, Oscar L. 1	LaMoure
Kiley, William M. 1	Bissmarck
Kinser, Beulah 2	Kenmare
Larson, Harold G. 3	Mohall
Lean, Marie Violet 1	Draytin
Lebo, Thomas E. 1	Lisbon

Lee, Erwin R. 1	Devils Lake
Leifur, Conrad W. 3	Mountain
MacKenzie, Norwood 1	Grand Forks
McCann, Elsie E. 2	Minto
McFarland, Pauline H. 1	Williston
McGahey, Archie A. 1	Grand Forks
McIntosh, Ella Donald 1	Hannah
McNicol, Ruth 2	Grand Forks
Maddock, Mark 1	Maddock
Mahon, Lenore Mae 1	Inkster
Mann, J. Adin 1	Devils Lake
Markholdt, Alda Mabel 2	Hoople
Martinson, Oliver, Sp.	Hampden
Martz, Ruth Eline 2	Salles
Midkiff, Henry Frank 4	Grand Forks
Miller, Clementine 1	Drake
Moen, John M. 2	Maddock
Morgan, Hope R. 3	Fargo
Mott, Edith 4	Upham
Naugle, Heerman J. 1	Devils Lake
Nelson, Constance M. 1	Larimore
Njaa, Arthur Carmen 2	Cooperstown
Owston, Charles D. 1	Grafton
Owston, Myrth Beatrice 4	Grafton
Paull, Richard H., Sp.	Butte, Montana
Peterson, Raymond Waldemar 1	Grand Forks
Proctor, Ralph Alfred 3	Portland
Reep, Mary Sophia, Sp.	Michigan
Reiten, Agness J. 2	Petersburg
Retzlaff, Allen F. 2	Aneta
Rund, Margaret A. 1	Grand Forks
Rupert, Hazel 3	New Rockford
Ryall, Albert Lloyd 1	Crary
Schatz, George 1	Temvik
Schroeder, Eugene, Sp.	Grand Forks
Scott, Lula R. 3	Gilby
Shaft, Ted Grant 1	Minot
Shaw, Mary Alice 3	Fargo
Shunk, Monte 2	Alselm
Smart, Reginald H. 1	Minot
Smith, William Sproot 1	Carrington
Speiser, Theodore W. 2	Fessenden
Staffenberg, Isabelle P. 1	Grand Forks
Stevens, Don Albert 1	Crary
Symington, George William 1	Neche

Tapley, Minnie Augusta 2	McClusky
Tapley, Stella Mae, Sp.	McClusky
Thompson, Edward S. 2	Shelly
Thompson, Harlow B. 2	Crookston, Minn.
Tuttle, Catherine 3	Grand Forks
Tweet, Arthur, Sp.	Grand Forks
Umphrey, Doris Mae 1	Inkster
Upton, Aneita L. 2	Minot
Ursula, Sister, Sp.	Grand Forks
Van Arsdale, Agnes J. 2	Conway
Veitch, Dorothy W. 1	Emerado
Veitch, Marion A. 2	Emerado
Walton, Merle Verona 1	Bantry
Wassman, Boyd K. 3	Lake City, Minn.
Watt, E. Marjorie 2	Grand Forks
Watt, W. Doyle, B.A., G.	Grand Forks
Wenkstern, Mae 3	Ellendale
Westphal, Elise V. 2	Anamoose
Whittemore, Blanche Theta 1	Bowman
Williamson, Obed 2	Grafton
Wilson, Kenneth 2	Enderlin
Yoder, Charlotte Mae 4	Grand Forks

Number indicates year in College.

G. refers to graduate student; Sp. to Special.

Conservatory of Music 1921-1922

Aakhus, Valborg	Grand Forks
Aird, Edith	Lawton
Anderson, Anna Helene	Crary
Anderson, Ellen J.	Mayville
Andersson, E. O.	LaMoure
Anderson, Raymond	Grand Forks
Anderson, Sadie Marie	Drayton
Armstrong, Katherine	Grand Forks
Arneson, Arletta	East Grand Forks
Arneson, Esther	East Grand Forks
Bales, Ruth	Petersburg
Barnard, Bernice	Grand Forks
Beaudry, Florence	East Grand Forks
Behm, Esther	Grand Forks
Bendixen, Ethel	Bowbells
Berg, Amanda	Grand Forks
Berg, Bennie	Niagara
Birder, Cecil	Larimore

Bostrom, Irene	Grand Forks
Boyd, Alice S. B.	Grand Forks
Boyd, Esperance M.	Grand Forks
Bridston, Anna P.	Grand Forks
Brown, Archie	East Grand Forks
Bruce, Ruth	Grand Forks
Brummund, Gertrude	Havana
Butler, Frances	Cooperstown
Bye, Effie	Gilby
Bye, Pearl E.	Grand Forks
Carr, Gail	Minot
Chidlaw, Mary	Grand Forks
Clark, J. R.	Grand Forks
Colton, Madelyn	Grand Forks
Copenhaver, Gladys	Carrington
Corey, Robert E.	Emerado
Corliss, Helen	East Grand Forks
Crana, Catherine	Lakota
Dahl, Stella	Grafton
Davidson, Frederick	Edinburg
Davies, Ronald E.	Grand Forks
Deehr, Irva	Tolna
DeGagne, A.	East Grand Forks
DeLong, Howard	Grand Forks
DePuy, Harriet	Grafton
Dodge, Walter	Cogswell
Dreeland, Jean	Grand Forks
Duppler, Gerald L.	Minot
Durnin, Margaret R.	Westhope
Ebel, Bertha	Berwick
Ellenson, Myrtle	Grand Forks
Ellingson, Elvira	Northwood
Elvick, Marie	Grand Forks
Emmons, Mable	Grand Forks
Engesather, Selma	Petersburg
Eugenia, Sister	Crookston, Minnesota
Evingson, Ethel	Kindred
Evingson, Mabel	Kindred
Fadden, Helen M.	Grand Forks
Finch, Katherine	Grand Forks
Flem, Agnes	Petersburg
Fowler, Fern	Michigan
Fox, Helen	Kenmare
Fox, Sophie	Rolette
Fried, Hildegard	Wimbledon

Frieson, Donald	Grand Forks
Fuller, Jessie	Grand Forks
Fuller, Margaret	Grand Forks
Fuller, Mrs. W. E.	Grand Forks
Gaarder, Inga	Park River
Gaarder, Nora	Park River
Ganssle, Margaret	Cavalier
Genereau, J. H.	East Grand Forks
Gerrard, Ruth	Bissbee
Gillette, Margaret K.	Grand Forks
Glockner, Agnes	Grand Forks
Glockner, Loretta	Grand Forks
Hage, Alida B.	Crookston, Minnesota
Hahn, Rachel Marie	Crystal
Hammers, Freida Louise	Grand Forks
Hanks, Laura Pitkin	Powers Lake
Hansen, Verona	Ada, Minnesota
Hansen, Viona	Grand Forks
Hanson, Mabel	Thompson
Hawn, Ruth	Chaseley
Hendrickson, Gladys	Grand Forks
Henning, Mae	Lakota
Henry, James	Grand Forks
Hodgson, Katherine	Crookston, Minnesota
Hofto, Camille	Grand Forks
Holden, Idelia	Thompson
Horton, Henry	Grand Forks
House, Helen	East Grand Forks
Hove, Blanche	Petersburg
Hulsebus, Florence B.	Heaton
Hunt, Dr. Charles	Grand Forks
Hutchinson, Grace	LaMoure
Ingvalson, Eline	Grand Forks
Iverson, Mary	Grand Forks
Janse, Adrian	East Grand Forks
Johnson, Alice	Grand Forks
Johnson, Eva M.	
Johnson, Minnie	Grand Forks
Karlstrom, Eunice	Moorhead, Minnesota
Kelly, Laura M.	Lakota
Klemesrud, Theresa	Grand Forks
Klovstad, George	Hope
Kops, Alice S.	Lawton
Koths, Lydia	Cavalier
Kuntz, Mrs. O. A.	Bemidji

Kunz, Olive	Grand Forks
Lebacken, Marjorie	Reynolds
Lee, Bert	Grand Forks
Lee, Clarence	Grand Forks
Lee, Martha	Oslo, Minnesota
Leick, Dean	Crookston, Minnesota
Lovchik, Eugena Zona	Minto
Lunde, Clarence	Cooperstown
McCain, Anne Louise	Hillsboro
McIntosh, Ella Donaldia	Hannah
McNicol, Ruth	Grand Forks
Macquarrie, Leila	Crystal
Mahon, Lenore Mae	Inkster
Mann, J. Adin	Devils Lake
Mantei, A. Theodore	Leith
Markholdt, Alda Mabel	Hoople
Martz, Ruth Eline	Sarles
Meblin, Anna	Grand Forks
Medland, Florence	Wheatland
Melbye, Alpha	Hitterdal, Minnesota
Mielke, Grace	Coulee
Millard, William D.	Grand Forks
Miller, Clementine	Drake
Moe, Esther	Grand Forks
Moen, Ruby	Osnabrook
Moore, Marjorie	Grand Forks
Murray Catherine	Wahpeton
Nelson, Mabel	Theif River Falls, Minnesota
Nodiff, Sophia	Grand Forks
Nuss, Laura	Grand Forks
Nygaard, Clara	Grand Forks
Odell, Laurine	Grand Forks
Odell, Mildred	Grand Forks
Olsen, Alice S.	Sharon
Olson, C. P.	Grand Forks
Olson, Helen	Grand Forks
Overland, Anna	Grand Forks
Papermaster, Hazel	Grand Forks
Patmore, Howard W.	Grand Forks
Patten, Hazel	Grand Forks
Peterson, Amy E.	Jamestown
Peterson, Cleo Vivian	Greot Falls, Montana
Powell, Richard	Grand Forks
Price, MayBelle	Grand Forks

Reiten, Agnes J.	Petersburg
Rickaby, Lillian	Grand Forks
Rognlie, Norma	Grand Forks
Sannes, Lilah	Grand Forks
Schoessler, Marie D.	Anamoose
Schroeder, Beryl	Erie
Sears, Evelyn	Larimore
Serumgard, Alice J.	Devils Lake
Simon, Mabel	Tioga
Soule, Marjorie	Towner
Speiser, Ella Marie	Fessenden
Squires, Emily	Grand Forks
Steining, Jennie	Felton, Minnesota
Stenmo, Olga	Hatton
Stewart, Maxine D.	Grand Forks
Stroud, F. G.	Grand Forks
Suter, Evelyn	Grafton
Swanslow, Ruth	Milton
Tapley, Minnie A.	McClusky
Tapley, Stella	McClusky
Thompson, Loyde C.	Grand Forks
Thorgrimson, Gudmund	Grand Forks
Thorgrimson, Margaret	Grand Forks
Timothy, Sister	Crookston, Minnesota
Todd, Cecil	Devils Lake
Tonjum, Margaret	Grand Forks
Traveller, Lois	Forest River
Travis, Jennie	Grand Forks
Travis, Paul	Grand Forks
Travis, Ralph	Grand Forks
Tucker, Constance	Carrington
Turner, Blanche	Grand Forks
Turner, Lulabelle	Grand Forks
Tvete, Ethel	LaMoure
Upton, Aneita	Minot
Van Osdel, Marion	Grand Forks
Van Osdel, M. M.	Grand Forks
Veitch, Elizabeth	Emerado
Veitch, Marion A.	Emerado
Vetren, Erlanda	Grand Forks
Vold, Genevieve	Grand Forks
Walton, Merle Verona	Bantry
Warnken, Blanche	Grand Forks
Watt, E. Marjorie	Grand Forks

Watt, W. Doyle	Grand Forks
Well, Grace	Cavalier
Westeen, Esther	Grand Forks
Williamson, Obed	Grafton
Woutat, Emma Trudeau	Grand Forks
Wright, Florence	Wahpeton
Wright, Maxine	Grand Forks

Expression Department, 1921-1922

Benson, George	Grand Forks
Black, Richard	Grand Forks
Boe, Betty	Grand Forks
Bonebrake, Gertrude	Gilby
Brennan, Regina	Grand Forks
Bryson, Lillian	Climax, Minn.
Carr, Gail	Minot
Clary, Ruth	LaMoure
Colvin, Zella	Grand Forks
Dahl, Olive	Grand Forks
Dalrymple, Beatrice	Casselton
Deane, Dorothy	Monango
Douglas, Erva	Gilby
Dyar, Adah Merle	Grand Forks
Dyar, Esther	Antler
Ellingson, Elvira	Northwood
Elliston, R. W.	Milwaukee, Wis.
Ewing, Mary Elizabeth	Kenmare
Falk, Esther	Heaton
Farnham, Edyth	Arthur
Fisher, Myrtle	Rolette
Fitch, Winifred	McHenry
Gier, Lauga	Edinburg
Goplen, Ida	Binford
Hahn, Josephine Griffith	Kenmare
Hahn, Rachel Marie	Crystal
Hamilton, Williard	Ardoch
Hansen, Esther	Petersburg
Hanson, Bess	Grand Forks
Hanson, Edith T.	Egeland
Haugom, Myrtle T.	Portland
Hedeen, Myrtle	Souris
Hesketh, Edna	Cupar, Sask.
Hodgson, Katherine	Crookston, Minn.
Hollan, Emma	Kulm
Holldorf, Roy G.	Monticello, Minn.

Hoye, Hilda	Grand Forks
Jorgenson, Frances	Grand Forks
Lyons, Nona	Grand Forks
Mann, J. Adin	Devils Lake
Markholdt, Alda Mabel	Hoople
Martin, G. Emily	Minot
Martindale, Nell M.	Grand Forks
Massee, Dorothy	East Grand Forks
Meisch, Margaret	Argyle, Minnesota
Midkiff, H. F.	Grand Forks
Miller, Grace	Grand Forks
Marwood, Erkle	Westhope
Naugle, Heerman J.	Devils Lake
Nestor, Cecelia	Grand Forks
Neumann, Helene	Grand Forks
Pathmann, Rose	Carson
Pederson, Gudrun	Grafton
Quam, Martha	Grand Forks
Reynolds, Cathryn	Hoople
Sanden, Florence	Parshall
Schlaberg, Ruth	Grand Forks
Schroeder, Beryl	Erie
Sears, Evelyn	Larimore
Simenstad, Janice	Grand Forks
Sorlie, Margaret	Larimore
Stenerson, Christine	Erskine, Minnesota
Stenerson, Ragna	Erskine, Minnesota
Suter, Joy	Grafton
Tweet, Arthur	Grand Forks
Watt, E. Marjorie	Grand Forks
Whalian, Velna	Larimore
Whittemore, Blanche Theta	Bowman
Williams, Florence	Grand Forks
Wright, Florence	Wahpeton

RECAPITULATION OF COLLEGE ENROLLMENT

Enrollment in School of Religion.....	153
Enrollment in Conservatory of Music.....	203
Enrollment in Department of Expression.....	70
<hr/>	
Total Enrollment for Instruction.....	426
Counted more than once.....	49
<hr/>	
Net Total Under Instruction.....	377

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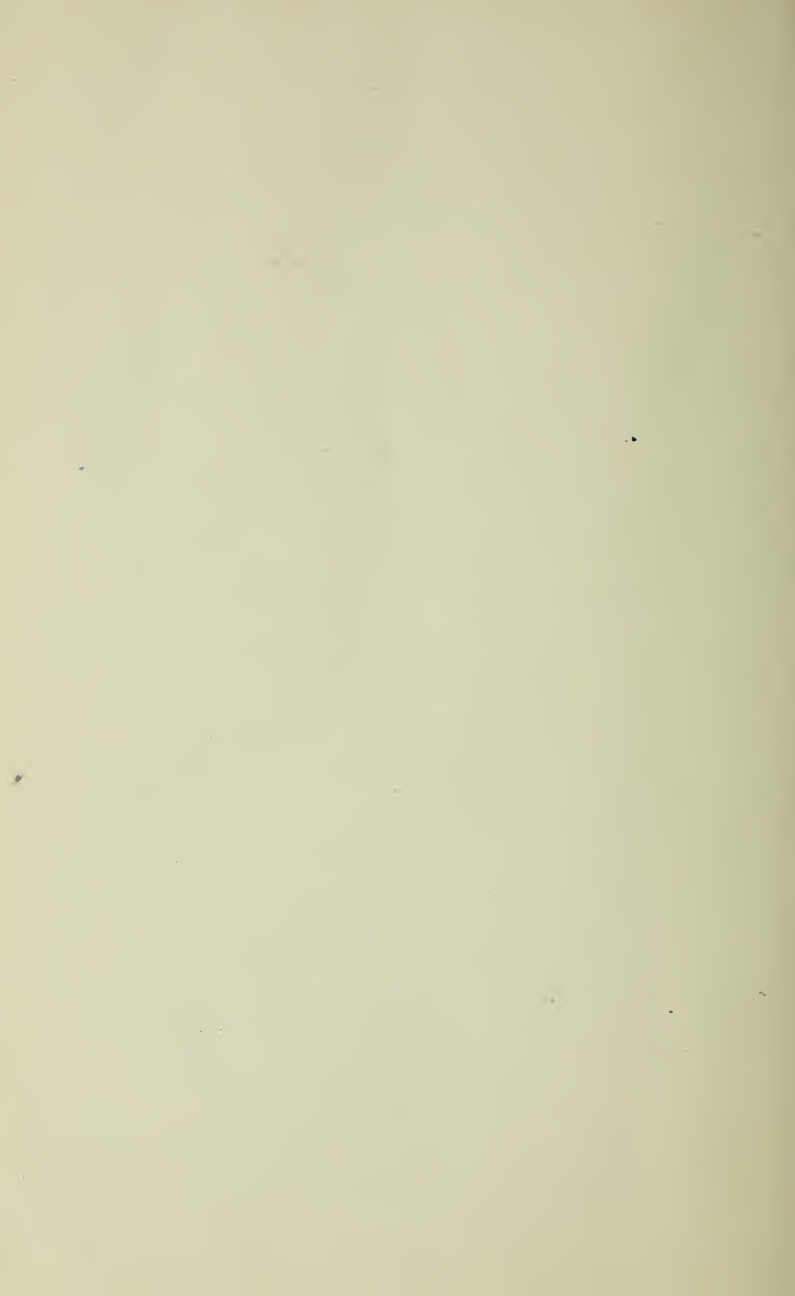
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